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ABSTRACT

This document is an introduction to the Comprehensive Employment and Training Act (CETA) programs for school administrative personnel. Written in lay language, it is especially geared for school administrators in the state of Oklahoma. The guide was developed to help school personnel understand the functions of CETA, to show how resources of both organizations may be used to aid students in overcoming barriers to employment, and to suggest ways CETA and school personnel may overcome organizational barriers that interfere with cooperative efforts. After an introduction that explains participant eligibility, the guide describes the history and purposes of CETA, its prime sponsors in Oklahoma, and CETA planning; and proposes a relationship for CETA personnel and the schools, including requirements of CETA and the school programs, vocational and technical education concerns, qualifications of personnel, graduation requirements, and cooperation between the two groups. Appendixes include a definition of prime sponsors, an explanation of the guidance information system, and a resource list. (KC)

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CETA and the Public Schools

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CETA and the Public Schools

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An Introduction

Educators, CETA personnel, and employers have mutual concerns regarding students who experience real or artificial barriers as they attempt to make the transition from dependency to independence. Employers are particularly concerned about the student's transition into the world of work.

To define specific concerns of educators and CETA personnel more clearly, questionnaires were mailed to 95 school districts in Oklahoma and to 28 persons affiliated with CETA prime sponsors throughout the state. Concerns of employers were identified through a study of the literature on youth employment and discussions with employers who attended conferences in Tulsa, Ada, and Norman.

The concerns identified by educators, CETA personnel, and employers are listed below.

1. **Reading**
   Are students able to read? As a minimum, can students read specific materials necessary to meet safety and productivity requirements of a worksite?
2. **Writing**
   Do students possess writing skills which will allow them to convert their thoughts into complete and coherent sentences?
3. **Mathematics**
   Do students know, or can they learn how to . . .?
   a. Count
   b. Add, subtract, multiply, and divide whole numbers and fractions
   c. Estimate size, weight, costs, time
   d. Use the metric system
   e. Apply mathematical concepts to solve a variety of problems
   f. Use the "grammar" of mathematics to write and punctuate an equation
4. **Dependability**
   Are students dependable? Is their performance such that teachers or employers may expect them to produce high quality work within an organizational time frame that maximizes productivity? Are they willing to accept responsibility for their actions?
5. **Interpersonal Relations**
   Can students resolve interpersonal conflicts in acceptable ways? Do they have a problem-solving process?
6. **Listening**
   Have students developed adequate listening skills? Can they translate oral instructions into actions?
7. **Pre-employment Skills**
   Do students know how to determine workplace requirements, occupational options and opportunities, and effective methods of job search?

8. **Self-concept**
   Do students see themselves as persons of dignity and worth? Do they demonstrate a sense of adequacy by making and acting on decisions without the direction of peers or persons in authority?

Participant Eligibility

Many CETA participants are eligible for training and financial assistance because they lack the traits, qualities, knowledge, or skills required for success in school and on the job. Other CETA participants possess the necessary attributes for success in school or on the job, but are eligible because of their economic status.

Economically disadvantaged participants should not be overlooked by CETA counselors or school personnel. Participants in this category may move more easily into the world of work than participants who have physical handicaps or learning disabilities. Moving participants from a subsidized to unsubsidized status is a goal to be achieved for all participants through the combined efforts of schools, CETA personnel, eligible participants, and cooperating employers.

Purpose of This Guide

This guide was developed to help school personnel understand the functions of CETA, to show how resources of both organizations may be used to aid students overcome barriers to employment, and to suggest ways CETA and school personnel may overcome organizational barriers that interfere with cooperative efforts.

CETA Functions

A Little History

The federal government for more than half a century has participated in programs designed to influence education and training in subjects deemed to be in the national interest. In 1917, the Smith-Hughes Act was passed to promote the preparation of teachers and instruction in agriculture, trades and industries, and home economics.

The Wagner-Peyser Act of 1933 established the Employment Service (ES) in Washington, D.C., and required the states to match federal funds for the purpose of helping to place job seekers with employers. In that same year, emergency grants were made for education.

In 1946, the U.S. Employment Act was passed because of the widespread fear of unemployment as veterans were discharged in large numbers and factories no longer producing war materials were closed. The George Barden Act, further promoting the development of vocational education, was also passed in 1946.

The National Defense Education Act was passed in 1958 and amended in 1964 to provide highly skilled technicians in occupations necessary for the national defense.

During the 1960s, a series of acts precipitated the Employment and Training Act (CETA) of 1973. Those acts were: Area Redevelopment Assistance Act (1961), Manpower Development and Training Act (1962), Vocational Education Act (1963), Economic Opportunities Act (1964), Concentrated Employment Program (1967), and in 1968, the Cooperative Area Manpower Planning System.

In 1977, the Youth Employment Demonstration Projects Act (YEDPA) was passed, and in 1978, through Public Law 95-524, the CETA of 1973 was amended to include Youth Programs as Title IV.

Each piece of legislation listed above addressed employment needs as determined for a particular point in time. Efforts of the 96th Congress (1980) to extend and modify the authorization for youth legislation were presented in Senate Bill 2385 and H.R. 6711. When Congress adjourned without taking action on the bills, the programs under present legislation were left with a precarious and uncertain future.

The uncertainty generated by the ebb and flow of federal funding contributes greatly to conflicts between school personnel and CETA staff. Perhaps some of the uncertainty and conflict could be reduced by looking at the variety of programs funded during the last sixty years.

It is true that programs have been started only to be replaced in a very short time; however, there has been an almost continuous effort to provide education and training for employment. In other words, the names of programs may change, but the training of youth for employment continues.

Purpose of CETA

The Statement of Purpose is set forth at 29 USC 801, Sec. 2:

> Sec. 2. It is the purpose of this Act to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons which will result in an increase in their earned income, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible, coordinated, and decentralized system of federal, state, and local programs. It is further the purpose of this Act to provide for the maximum feasible coordination of plans, programs, and activities under this Act with economic development, community development, and related activities, such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social service programs.

School personnel as well as those persons working with CETA should be aware of the legislative intent to provide job training and employment opportunities for the *economically disadvantaged, unemployed, and underemployed*.

Eligible participants are those persons who face barriers to employment too great to handle within their personal resources. They are persons who must have the aid and understanding of teachers, counselors, and CETA employees if barriers to employment are to be removed.

CETA Organization

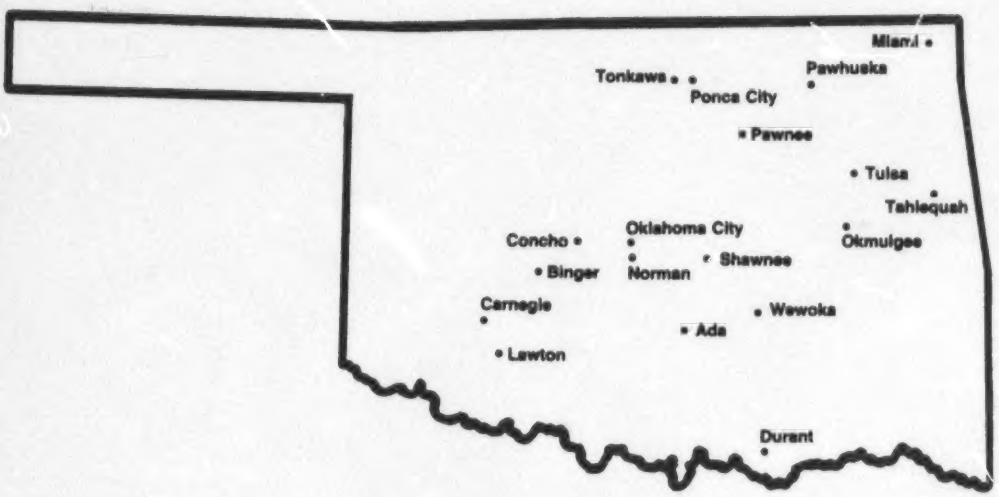
Legislation now in effect provides for governmental agencies, defined as prime sponsors, to write contracts with the U.S. Department of Labor to plan and deliver programs in employment and training to specific geographic and population areas. For a complete description of variables defining a prime sponsor see Appendix A.

In Oklahoma there are 24 units of government or recognized Indian Tribal units of government serving as prime sponsors. Locations of prime sponsors with their telephone numbers are shown on the following page.

The prime sponsor serving the greatest area in Oklahoma is called the Balance of State and operates out of the Department of Economic and Community Affairs (DECA) in Oklahoma City.

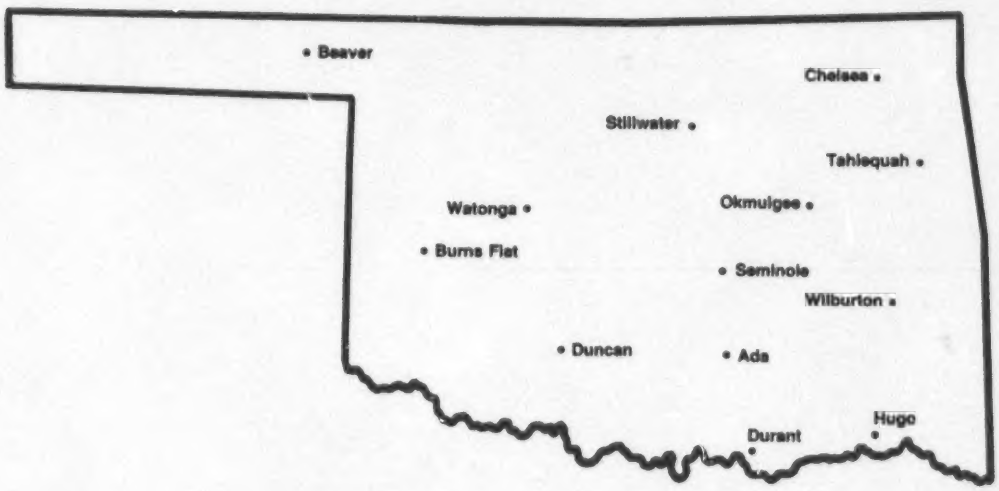
The Balance of State serves CETA clients and participants through 13 district offices located at strategic points throughout Oklahoma. Locations of Balance of State district offices and their phone numbers are shown on page 6.

LOCATIONS OF PRIME SPONSORS IN OKLAHOMA



City	Prime Sponsors	Telephone
Ada	Chickasaw Nation of Oklahoma	(405) 436-2603
Binger	Caddo Tribe of Oklahoma	(405) 656-2344
Carnegie	Kiowa Tribe of Oklahoma	(405) 654-2300
Concho	Cheyenne and Arapaho Tribe of Oklahoma	(405) 262-0090
Durant	Choctaw Nation of Oklahoma	(405) 924-8280
Lawton	Comanche County CETA	(405) 248-5123
	Southern Plains Inter-Tribal CETA Program	(405) 353-4604
Miami	Inter-Tribal Council of Northeast Oklahoma	(918) 542-4486
Norman	Cleveland County CETA	(405) 329-6079
Oklahoma City	American Indian Training and Employment	(405) 272-0651
	Balance of State (DECA)	(405) 840-2811
	Oklahoma City Human Resources Department	(405) 231-2631
	Oklahoma County Employment and Training	(405) 236-2727
Okmulgee	Creek Nation of Oklahoma	(918) 756-8700
Pawhuska	Osage Tribe of Oklahoma	(918) 287-2495
Pawnee	Pawnee Tribe of Oklahoma	(918) 762-3888
Ponca City	Ponca Tribe of Oklahoma	(405) 762-6328
Shawnee	Central Tribes of the Shawnee Area, Inc.	(405) 275-4870
	Citizen Band of Pottawatomi	(405) 275-3155
Tahlequah	Cherokee Nation of Oklahoma	(918) 456-0671
Tonkawa	Tonkawa Tribe of Oklahoma	(405) 628-2561
Tulsa	Oklahoma Tribal Assistance Program	(918) 744-8866
	Tri-County Employment and Training	(918) 428-2271
Wewoka	Seminole Nation of Oklahoma	(405) 257-6291

OKLAHOMA BALANCE OF STATE CETA PROGRAM DISTRICT OFFICES



City	District No.	District Name	Telephone
Ada	4	County Commissioners CETA Program	(405) 332-4201
Beaver	11	Oklahoma Economic Development Association	(405) 625-4531
Burns Flat	10	Southwest Oklahoma Development Authority	(405) 562-4886
Chelsea	1	CETA Programs, District #1	(918) 789-2574
Duncan	9	Association of South-Central Oklahoma Governments	(405) 252-0595
Durant	15	Big Five Community Service, Inc.	(405) 924-5331
Hugo	12	Little Dixie Community Action	(405) 326-9601
Okmulgee	2	CETA Programs, District #2	(918) 756-1904
Seminole	14	Employment and Training Programs	(405) 382-6180
Stillwater	5	Tri-County Employment and Training Program	(405) 377-1135
Tahlequah	13	CETA Programs, District #13	(918) 456-2561
Watonga	7	CETA Programs Opportunities, Inc.	(405) 623-7283
Wilburton	3	Kiamichi Economic Development District of Oklahoma	(918) 465-2367

CETA Planning

Rules published in the *Federal Register*, Volume 45, Number 99, Tuesday, May 20, 1980, state in paragraph 676.6(a):

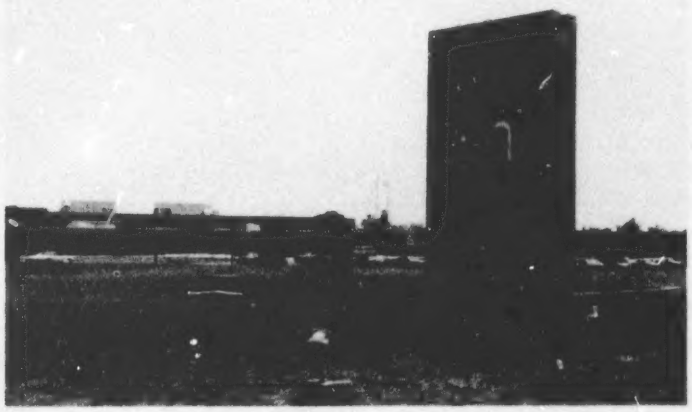
> Each prime sponsor shall have a planning process which shall involve a broad spectrum of groups and individuals in the development of the Comprehensive Employment and Training Plan. This process shall utilize the prime sponsor planning council and shall include community groups insofar as they are not represented on the planning council, local educational agencies, community-based organizations, appropriate labor organizations, organizations serving women, local apprenticeship programs, local advisory councils established under the Vocational Education Act of 1963, the youth and private industry councils, and post-secondary institutions.

Persons involved in the planning process will help the prime sponsor to develop a master plan which, according to paragraph 676.10-4(e)(2) of the *Federal Register* dated May 20, 1980, shows . . . "a summary of the agreement with state or local educational agencies or post-secondary institutions for the conduct of employment and training programs."

In paragraph (e)(3) of the *Federal Register* further emphasis is placed on cooperative efforts of prime sponsors and educators:

> 676.10-4(e)(3) . . . A description of procedures used to ensure the participation of, and consultation with, local educational agencies, vocational education agencies, community-based organizations, federal and state agencies, organized labor, apprenticeship programs, business and other institutions and organizations, including women's organizations, in the conduct of programs.

The legislative intent to bring about more efficient and productive training for CETA eligible clients through better use of established resources is clear. Overcoming the barriers presented in implementing these rules is discussed in the following section.



CETA Personnel and the Schools

Public schools are legal entities established by law to educate children. In Oklahoma the law provides for a State Board of Education to set policies and regulations necessary to control and provide supervision of public education.

The legal structure for public education provides year-to-year continuity for school programs that is not found in federally funded activities designed to meet needs of limited target groups. This produces a number of barriers that must be overcome if CETA and school personnel are to meet the needs of CETA eligible participants more adequately.

Overcoming Barriers to Cooperative Effort

CETA personnel recommending activities under limited target-group funding will have a greater impact with their program if they recognize and deal with these variables: (1) Baseline data clearly demonstrates a need for CETA activities or services; (2) Recommendations for cooperative efforts are consistent with State Board policies and regulations; (3) Specific objectives evolve through consultation with school personnel, prospective employers, and community-based organizations; (4) Persons involved in the proposed cooperative activities have the professional training and certifications necessary to conduct the programs; and (5) Withdrawal of federal funds will not leave in place an expensive unit requiring increased financial burden on state or local resources. Each of these variables is discussed on the following pages.

Baseline Data

Baseline data collected by the prime sponsor and submitted as a part of the master plan are available at the prime sponsor's office. Additional data may be obtained from the superintendent's office to show enrollment data, enrollment by racial groups, statistics on dropouts, the number of students eligible for the free lunch program, and the number of students in special education classes.

There is also a publication by the State Department of Education that will provide invaluable information about each school district in the state. The publication is the *Oklahoma State Department of Education Annual Report*, a report to the governor and members of the Oklahoma Legislature on the status of education in Oklahoma.

Because there are a limited number of the reports produced annually, obtaining a copy may be difficult. However, the large amount of high quality information provided in the publication should make it a basic part of baseline data collecting. An analysis of the information will clearly identify those districts who will benefit from assistance by CETA personnel.

State Board Policies and Regulations

The *Administrator's Handbook for Elementary, Middle, Junior High, and High Schools*, State Department of Education Bulletin 113, contains the policies and guiding principles of the State Board of Education for administering public schools.

One regulation of particular interest to CETA personnel is stated on page 57 of the 1980 Handbook: "Classes offered for credit outside the time frame of the regular school day must meet a minimum of 70 hours for one-half (½) unit or 140 hours for one (1) unit. Teachers shall meet certification requirements."

Graduation Requirements

Graduation from an accredited high school in Oklahoma requires a minimum of 18 units. Seven and one-half (7½) units must include four (4) units of language arts, and one (1) unit each of mathematics, laboratory science, and American history. One-half (½) unit of Oklahoma history is required for all students except, in certain circumstances, students entering Oklahoma schools from another state at the tenth, eleventh, or twelfth grade level. The remaining 10½ units are to be elective courses. Local education agencies may require more than 18 units for graduation.

High schools in Oklahoma must provide a curriculum which offers a minimum of 36 units, exclusive of special education units. The State Board regulations specifies that 12 of the 36 units must be offered in applied vocations or practical arts. Students could, therefore, use all their elective credits in subjects associated with vocational preparation.

Correspondence Credit

Oklahoma State School Board regulations provides that high school students may complete one (1) unit toward graduation each year for two (2) years through one of the regional accredited institutions. Written approval of the principal or superintendent must be obtained prior to enrolling in a correspondence course.

Enrollment forms and information regarding tuition, fees, costs of books and materials are available through the following offices:

Independent Study
Department
High School Courses
University of Oklahoma
1700 Asp Avenue
Norman, OK 73037
(405) 325-1921

Independent and Correspondence Study
Oklahoma State University
818 Classroom Building
Stillwater, OK 74074
(405) 624-6390

Residents of Oklahoma who are over the age of 19 may be permitted to complete their high school work through correspondence. Credit earned through correspondence must be recorded on the permanent record at the high school in the district of which they are a legal resident.

Curriculum for the Handicapped

Regulation "n" of Part V for Oklahoma high schools provides for a combination of realistic classroom work with on-the-job training for students who are mentally handicapped. Students must be under the supervision of the teacher-coordinator for at least one-half of their school day. The curriculum includes four and one-half (4½) units at the ninth grade, and six (6) units of required courses in grades 10–12. A curriculum guide for the work-study program is available through the Special Education Section of the State Department of Education.

The work-study program is also available as an alternate to the regular program for students classified as learning disabled, deaf, or hard-of-hearing. For further information contact the Special Education Section of the State Department of Education at (405) 521-3352 or 521-3351.

Vocational and Technical Education

Students may earn credit toward graduation by completing courses in an approved area vocational-technical school (AVTS). Credits earned are certified by the AVTS to the student's sending school. Units of credit earned are based on the number of hours in class or a combination of class hours plus supervised on-the-job training. One hour of class time per day plus an average of 10 hours per week of on-the-job training earns two units of credit.

Secondary vocational programs in the AVTS are available to students in grades 9 and 10. CETA and public school counselors may be able to help the AVTS gain state approval for inclusion of ninth- and tenth-grade students in the vocational courses by providing baseline data to establish the existence of a need for the curriculum.

During the 1980–81 school year, 33 area vocational-technical schools operated programs in Oklahoma. The curriculum of each AVTS is designed to meet needs of students in the geographic area served. CETA and public school counselors will find a variety of courses offering opportunities ranging from exploratory on-the-job cooperative programs to very detailed instruction on specific trades or occupations.

Moore-Norman Vo-Tech, for example, offers a course called Experience-Based Cooperative Education. In the EBCE course, students spend at least 10 hours per week at designated worksites under supervision of the EBCE instructor and a resource person at the worksite. Five hours of classroom experiences are also a part of the program which provides students opportunities to increase their awareness of careers and job-related skills.

The cooperative arrangement of teacher-student-employer allows more specific instruction to meet the student's needs. For those students who are eligible for CETA assistance, cooperative efforts with the employers, EBCE teachers, and CETA personnel can provide an excellent basis for implementing the employability development plan (EDP), and students will receive academic credit for their participation. Students who complete the exploratory phase of EBCE may select a specific type of work for more in-depth study where they may receive pay for on-the-job training.

Setting Objectives Through Consultation

In many cases cooperative arrangements between CETA prime sponsors and public schools have consisted of little more than a non-financial agreement to provide worksites for a few students who will assist custodians in maintaining the building. A more desirable arrangement will provide for cooperative planning between teachers, counselors, and CETA personnel to identify specific barriers participants must overcome and the experiences the participant should have at a worksite to overcome the barriers.

This approach will require the stating of specific objectives in the participant's EDP, supervision to see that appropriate training is offered to meet the objectives, and follow-up evaluation to provide the participant a sense of progress as well as to serve to adjust the training as required.

CETA prime sponsors must deal with the problem of finding time in the schedule of school personnel when planning can occur. If the number of eligible participants is large, the time demand may require placing an additional person on the school staff. School administrators have resisted implementation of proposed youth legislation because of the possible need for additional staff without the funding necessary for the needed positions. An established planning process, as described previously, will help to overcome this problem.

Qualifications of Personnel in the Cooperative Effort

CETA has received a great deal of unfavorable publicity because of abuses during the formative years. The charge that it is a politically corrupt program lingers on, and the widespread reporting of isolated abuses casts an unwarranted shadow over the well-run programs. Prime sponsors can deal with these charges by showing that CETA personnel who will work with Youth Training Programs do have the professional qualifications necessary to serve young people, and the safeguards to protect against political abuse are written into the regulations.

A major problem existing between school and CETA personnel has to do with attitudes of members in each group, and has nothing to do with certification. CETA personnel may openly state that teachers do not understand the problems of the handicapped or disadvantaged student, or if they do understand, they just don't care. Public school teachers view CETA personnel as "do-gooders" who interfere with the development of a sense of responsibility by doing everything for the student.

A CETA prime sponsor who is in the process of initiating an agreement with the local public schools should plan specific activities to overcome attitudinal problems that may hinder the working relationships of personnel involved.

What Happens When Federal Funds Are Gone?

The public schools have in place a professional staff that can, to a very great extent, serve the needs of the handicapped and

disadvantaged. Many of the programs that have been mandated by state or federal regulations are expensive and are becoming increasingly more difficult to fund. School administrators are aware of difficulties encountered when a program is started and then must be abandoned when federal funds cease.

If the prime sponsor is to gain support of the local schools, there must be discussions of alternatives if federal funds are reduced or cut off. Suggested agenda items for discussions are: (a) more effective use of the AVTS, (b) the chamber of commerce as a partner in locating good training sites, (c) educational services of the vocational education division of the State Department of Education, (d) integration of career education information into course content of regular classes, and (d) alternative schools for students who cannot succeed in traditional programs.

In negotiations leading to an agreement between prime sponsors and local educational agencies, representatives should keep in mind that both groups are to serve persons who may not be able to speak for themselves. A healthy, humane society must attempt to meet the needs of its tired, poor, and handicapped. This becomes a far more compelling need when we recognize the difficulties even those who are not handicapped have in coping with complexities of becoming independent in this modern age.

Working Together

Eight barriers to independence were identified by educators, CETA personnel, and employers as a part of this project. Recommendations for cooperative efforts between school and CETA personnel to assist participants overcome those barriers are presented on the following pages.

BARRIERS TO INDEPENDENCE	WHAT CAN SCHOOLS DO?	WHAT CAN CETA DO?
1. **Reading** Participants lack reading skills sufficient to read safety rules and communications related to job performance.	Special education teachers have access to diagnostic resources that can help identify specific learning problems. While test scores and other confidential information cannot (and should not) be revealed, teachers and counselors can suggest specific work experience that could relate to reading skills development for CETA participants.	Work with employers to identify types of information participants must be able to read. Share this information with school personnel having the greatest opportunity to use it. The principal or counselor should be contacted to help identify the persons who will use the information in their instruction.
2. **Writing** Participants lack writing skills	The State Department of Education (SDE) Special Education Form #4 identifies members of an eligibility team. The team has a regular teacher, a L.D. teacher, and a member qualified to give individual diagnostic evaluations. Members of this team will be able to suggest exercises and work-related experiences to help overcome problems of writing. They may devise alternative ways of communication to replace writing if the participant is physically or neurologically impaired beyond reasonable expectations of developing some writing capability.	CETA personnel can obtain permission from the student and/or parents to consult with the school learning disability (LD) team. This will provide a legal basis for sharing information necessary for improved worksite instruction. Information obtained through this type of working relationship may help to reduce intake assessment time. It will also help to overcome the participant's frustration associated with testing and screening. Construction of the employment development plan (EDP) by CETA should be consistent with the individual education plan (IEP) developed by the school team.
3. **Mathematics** Participants lack knowledge and skills in use of mathematics	Counselors and mathematics teachers are aware of their students' abilities to solve different types of math problems. They may suggest ways to specify applications on work-related problems.	CETA personnel can help employers to identify specific types of math problems employees must solve. The CETA counselor, in cooperation with school personnel, can design job-specific learning tasks to meet the employer's math requirements. As the student learns specific applications of math principles at worksite, the CETA counselor can provide encouragement and suggest ways the principles may be generalized to other applications.

BARRIERS TO INDEPENDENCE	WHAT CAN SCHOOLS DO?	WHAT CAN CETA DO?
4. **Dependability** Participants lack the ability to estimate the time required to travel from one place to another and the amount of time required to complete a task. They do not understand the need to meet time constraints for organizational efficiency.	Schools are concerned about regular, punctual attendance of students in all classes. Students who develop patterns of tardiness and absenteeism in school will find such behavior is even more unacceptable at a worksite than in school. Teachers may design more timed activities to help students conceptualize time frames. Recent research discloses the importance of time-on-tasks as a factor in achievement. Students may need special learning sessions on structuring and using time, especially those students who are frequently tardy or absent.	CETA personnel have resources to help determine those factors outside of school that may contribute to absenteeism and tardiness. For many students tardiness and absenteeism is an acceptable way of life at their home. CETA personnel, teachers, and employers will need to coordinate their efforts to help students learn more responsible actions regarding use of time.
5. **Interpersonal Relations** Many participants see themselves as powerless, and as a consequence, react defensively in an aggressive manner or by withdrawal.	Discipline problems are a major concern of school personnel. It is essential that students learn to make appropriate responses in social, employment, and school settings. Role playing to solve interpersonal problems, taking leadership positions in school activities, and participation in athletic competition provide students many opportunities to learn appropriate interpersonal behavioral responses.	CETA personnel demonstrate to each applicant an alternative to dropping out when the grievance procedure is presented for a job site. Using the complaint process as a vehicle, CETA counselors have an opportunity to help participants establish a problem-solving technique. Each participant should evaluate the complaint process by comparing it to the "fight-or-flight" process, a response which has been their primary problem-solving technique.
6 **Listening** Participants do not listen to instructions and cannot apply directions given orally.	The school's special education eligibility team can provide information regarding learning tasks to help overcome problems associated with hearing loss, attention span, or other problems concerning oral instruction. For those students who require hands-on experience before instruction becomes meaningful, a cooperative working relationsip with CETA personnel expands those opportunities. Members of the team may suggest ways oral communications could be improved to get attention and more clearly define tasks to be completed.	Provide the school team with examples of oral instruction or directions that students seem to have difficulty understanding. Include in the participant's EDP some specific learning tasks that require listening as a basis for task completion. For example, the recording of a customer's order placed by phone or a speaker system at a drive-in restaurant. This could be practiced in the CETA office or at school.

BARRIERS TO INDEPENDENCE	WHAT CAN SCHOOLS DO?	WHAT CAN CETA DO?
7. **Pre-employment Skills** Participants do not know how to assess their skills, interests, or aptitudes for work. They lack the knowledge and skills required to make an effective job search. They do not know the work requirements of various businesses and industries.	Counselors, business education, and vocational-technical education teachers have the expertise and programs to assist students overcome pre-employment barriers.	CETA prime sponsors, through their world-of-work programs and through contact with participating employers, can help students learn those skills necessary to overcome this barrier. CETA counselors and school employees should cooperate in establishing curriculum content in the world-of-work programs to reduce duplication of information that students may be getting at school.
8. **Self-concept** Participants lack a positive self-concept.	This is a very difficult task. The inclination of persons having a negative self-concept to distrust, misinterpret, and reject attempts by others to help them see themselves as worthy individuals complicates the problem. Teachers can be most helpful by designing learning tasks that can be successfully completed and have tangible, observable outcomes the student cannot deny. The student is asked to judge the performance of tasks rather than being judged by others.	Successful experiences at work having clearly defined tasks with observable outcomes can be a tremendous ego booster. The CETA counselor can help to clarify the work tasks for an employer and the participant. The counselor may help participants discover their value to the employer and, *most* important, help students understand the growth toward freedom and dignity they have as wage earners.

Appendix A

PUBLIC LAW 95–524—OCT 27, 1978

TITLE I—ADMINISTRATIVE PROVISIONS

Part A—Organizational Provisions

PRIME SPONSORS

Sec. 101. (a) A prime sponsor under this Act shall be—

(1) a State;

(2) a unit of general local government which has a population of 100,000 or more persons on the basis of the most satisfactory current data available to the Secretary;

(3) any consortium of units of general local government which includes any unit of general local government qualifying under paragraph (2);

(4) any unit of general local government or any consortium of such units, without regard to population, which, in exceptional circumstances, and after consultation with appropriate State and local officials, is determined by the Secretary—

(A)(i) to serve a substantial portion of a functioning labor market area, or (ii) to be a rural area having a high level of unemployment; and

(B) to have demonstrated (i) that it has the capability for adequately carrying out programs under this Act, (ii) that there is a special need for services within the area to be served, and (iii) that it will carry out such programs and services in such area as effectively as any larger unit of general local government in the jurisdiction of which it is located or as the State;

(5) a limited number of existing concentrated employment program grantees serving rural areas having a high level of unemployment which the Secretary determines have special capabilities for carrying out programs in such areas and are designated by the Secretary for that purpose; and

(6) any unit of general local government previously designated as a prime sponsor under the provisions of this Act (as in effect prior to the effective date of the Comprehensive Employment and Training Act Amendments of 1978), regardless of a population decline below 100,000 persons, which the Secretary certifies has demonstrated its effectiveness in, and continues to have the capability for, adequately carrying out programs under this Act.

(b)(1) A State shall not qualify as a prime sponsor for any geographical area within the jurisdiction of any prime sponsor described in paragraph (2), (3), (4), (5), or (6) of subsection (a) unless such prime sponsor has not submitted an approvable comprehensive employment and training plan for such area.

(2) A larger unit of general local government shall not qualify as a prime sponsor with respect to the jurisdiction within its area of any smaller eligible unit of general local government unless such smaller unit has not submitted an approvable comprehensive employment and training plan for such area.

(c) An applicant shall submit to the Secretary a notice of intent to be a prime sponsor for a fiscal year by such date as the Secretary shall prescribe. The Secretary shall designate as a prime sponsor any applicant submitting such a notice unless the Secretary determines that such applicant does not qualify under this section.

(d) State prime sponsors shall, in coordination with units of general local goverment, make appropriate arrangements for appropriate area planning bodies to serve subareas within the State prime sponsor's area for the purpose of assisting in the effective planning and delivery of comprehensive employment and training programs in such subareas, in accordance with such regulations as the Secretary may prescribe.

Appendix B

The Guidance Information System (GIS)

Occupational Counseling

Computer technology has produced a resource for counselors that provides accurate data on 200 occupations commonly found in Oklahoma. The Guidance Information System (GIS) provides information regarding aptitudes required by various jobs, education or training required, working conditions, salary ranges, employment outlook, and much more. The GIS is in operation and is available for use by public schools, vocational-technical schools, and CETA counselors.

How Does a Counselor Obtain Information about the GIS?

Bill Brackett and Eddie Wood offer a one-hour credit course entitled CETA Occupational Counseling through the Southwest Center for Human Relations Studies, a part of the continuing education program at the University of Oklahoma. The course provides hands-on experience using a portable computer terminal as well as practice in using a counseling format in occupational counseling sessions.

The one-hour credit course is funded by a grant from the Department of Economic and Community Affairs (DECA) and is offered at no charge to CETA counselors in Oklahoma. Public school counselors interested in learning more about the Guidance Information System should contact Mr. Brackett or Mr. Wood at (405) 325-1711.

Where Are GIS Terminals Located?

Terminal locations and contact persons are shown below.

Prime Sponsors Which Have GIS

Prime Sponsor	Contact Person
1. Tri CETA 718 E. 36th North Tulsa, OK 74106	Martha Dawson (918) 428-2271 ext. 295

Location of Terminals

Owasso High School, Owasso
Sapulpa High School, Sapulpa
Pawhuska High School, Pawhuska
Tulsa Vo-Tech, Tulsa
Tri-CETA, Sapulpa
Central High School, Tulsa
Washington High School, Tulsa
McLain High School, Tulsa
Charles Page High School, Sand Springs
Rogers High School, Tulsa

2. Oklahoma County CETA Harry Garrett, Director Room 500 Investor's Capital Bldg. 217 N. Harvey Oklahoma City, OK 73102	Kermy Hurt (405) 236-2727

Location of Terminals

Intake and Service Center, Del City
Oscar Rose Jr. College
Learning Resource Center
Oklahoma City, OK

3. Comanche County CETA
Don McMahon, Administrator
P.O. Box 5338
Lawton, OK 73501

Rae Jean McCall
(405) 355-6371, ext. 212
and
Jerry Tillman
(405) 248-5123

Location of Terminals

Vo-Tech Service Center, Lawton
CETA Office, Lawton

Prime Sponsor	Contact Person
4. Cleveland County CETA Joe Small, Director 601 N. Porter Norman, OK 73071	Camilla Secrest (405) 329-6079

Location of Terminals

Cleveland Co. CETA, Norman

5. Oklahoma City Consortium
Danny Terrell, Director
315 N. Hudson
Oklahoma City, OK 73102

Joe Fee
(405) 231-2890

Location of Terminals

Canadian Valley Vo-Tech, El Reno
Logan Co. CETA Office, Guthrie
Human Resources Dept., Oklahoma City

6. Balance of State
Connie Butler, Div. Director
Employment Development Services
5500 N. Western
Oklahoma City, OK 73118

Gloria Weatherall
(405) 840-2811
ext. 306

Location of Terminals

Mid-America Vo-Tech, Wayne
District VII CETA, Watonga
District XIII CETA, Tahlequah
District IV CETA, Ada
Big Five CETA—District XV, Durant
Oklahoma Tribal Assistance, Tulsa
ASCOG District IX, Duncan
District XII Manpower, Hugo
District I CETA, Chelsea
CETA District XIV, Seminole

Appendix C

Resource List

The following publications have been selected to provide information about legislation, policies, and programs related to cooperative efforts between CETA personnel and public school employees who work with CETA-eligible participants.

1. ***Administrators' Handbook for Elementary, Middle, Junior High, and High Schools***

   Published by: Oklahoma State Department of Education
   2500 N. Lincoln
   Oklahoma City, OK 73105

   Purpose: This is the school administrator's official guide to state board policies and regulations.

2. ***County Employment Reporter***
   Published by: National Association of Counties Research, Inc.
   1735 N.Y. Avenue, N.W.
   Washington, D.C. 20500

   Purpose: A guide for CETA and education program planners.

3. ***Education for Work Linkage Project***

   Published by: The Texas Department of Community Affairs from funds made available to the governor's office through the Comprehensive Employment and Training Act of 1978 (PL 95-524) (Texas A & M)

   Purpose: To provide an information exchange on existing and potential linkages between CETA vocational education, business, and industry. For further information contact:

   Education-for-Work Linkage Project
   College of Education
   Interdisciplinary Education
   716 Harrington
   Texas A & M University
   College Station, TX 77843

4. ***Education Times***

   Published by: Institute for Educational Leadership
   The George Washington University
   1001 Connecticut N.W. Suite 310
   Washington, D.C. 20500

   Purpose: A national newspaper serving educational leaders about latest grants, bills, and laws passed.

5. ***Oklahoma Interdisciplinary Cooperative Education***

   Published by: Curriculum Material, "Groups Instruction for Cooperative Programs," State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1978

   Purpose: These materials cover a wide range of plans for instruction. Pretests, instructional objectives, and evaluation procedures are included. The contents of instructional units range from the very simple to complex.

6. ***Policies and Procedures Manual for Special Education in Oklahoma***

Published by: Special Education Section
Oklahoma State Department of Education, 1981

Purpose: Information in this guide is invaluable for those professionals in Oklahoma who work with persons who have difficulty in learning in a typical classroom setting. This guide provides excellent suggestions for developing individual developmental plans.

7. ***Primer of Information for CETA/Higher Education Relationships***

Published by: University of Oklahoma
Southwest Center for Human Relations Studies
555 Constitution, Bldg. 4
Norman, OK 73037

Purpose: This is to suggest a primer of information for colleges and universities describing the processes by which a college or university can become involved with one or more CETA prime sponsors, develop and deliver expanded services, and share resources with CETA prime sponsors, their private industry councils, and sub-grantees.

8. ***Project Link Series***

Published by: Project Link
814 East Market Street
Box 307
Crawfordsville, Indiana 47933

Cost: $11.00 per set.

The titles of this series are:

1. From Huggermugger to a Promised Land
2. Roadblocks, Detours, and Bypasses
3. Differing Perspectives
4. What We All Have In Common
5. Communicating for Understanding
6. Notice: Human Beings Involved
7. Getting Started

Purpose: The seven small booklets in this series each address problems associated with cooperative efforts among agencies who work with employment and training.

9. ***Showcase***

Published by: Showcase
National Alliance of Business
1015 – 15th Street, N.W.
Washington, D.C. 20005
(202) 457-0040

Purpose: A clearinghouse report for the National Alliance of Business in cooperation with the U.S. Department of Labor. Its purpose is to provide information for persons working to provide jobs in industry and business for the nation's disadvantaged.

10. ***SOICC—A Guide to Career and Occupational Information Sources***

Published by: State Occupational Information Coordinating Committee of Oklahoma

Interagency Committee:

1. Department of Institutions
2. Social and Rehabilitative Services
3. State Board of Vocational and Technical Education
4. Oklahoma Employment Security Commission
5 Department of Economic and Community Affairs

Purpose: To coordinate various sources of occupational information so that the data may be most effectively utilized in planning and operating vocational education, training and employment programs, and for career exploration and decision making.

11. ***The National CETA Reader***

    Published by: Employment and Training Resources
    Products and Publications Division
    7 Andover Street
    Peabody, Massachusetts 01960

    Purpose: This monthly publication serves deliverers of employment and vocational training programs, prime sponsors, sub-grantees, and related public agencies.

12. ***Vocational Education in Texas***

    Published by: The Advisory Council for Technical Vocational Education
    Austin, Texas

    Purpose: To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the state of Texas to meet the needs of industrial and economic development of the state.

13. ***Youth in the Labor Force, (1979) Oklahoma***

    Published by: Employment Security Commission Research and Planning
    310 Will Rogers Memorial Office Building
    Oklahoma City, OK 73105
    (405) 521-3735

14. ***Youth Link***

    Published by: Youth Policy Institute
    917 G. Place, N.W.
    Washington, D.C. 20001
    (202) 347-3370

    Purpose: A monthly newsletter reporting on federal programs and policies for youth and youth-serving organizations around the country.

15. ***Youth Policy***

    Published by: Youth Policy Institute
    917 G. Place, N.W.
    Washington, D.C. 20001

    Purpose: Gives new national reports on federal programs for youth and youth-serving organizations.